McDOUGALL'S SUGGESTIVE LESSONS IN ENGLISH

BOOK IV.

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...ON: 8 FARRINGDON AVENUE, E.C.4
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BOOK IV

LONDON: 8 FARRINGDON AVENUE, E.C. 4.
EDINBURGH; EAST CLAREMONT STREET.
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M^c^DOUGALL'S

CONCISE ENGLISH DICTIONARY

Contains Words with Simple Meanings and helps to Pronunciation; Appendices containing Classical and Foreign Words and Phrases, Explanations of Current Words and Phrases, Contractions, Classical Names, Latin and Greek Roots, etc.; Metric System, etc.; Foreign Coins; Difficult Geographical Names; Forms of Address; etc., etc.

McDOUGALL'S SUGGESTIVE LESSONS IN ENGLISH.—*BOOK IV.*

LESSON 1.

REVISION—THE SENTENCE.

A. *Every sentence has two parts.*

Part 1.	Part 2.
The lions	**roar.**
The fierce lions	**roar loudly in the forest.**

Part 1 is the **naming part.** Part 2 is the **telling part.**

B. *Break up the following sentences into two parts.*

1. Many boys live far from school. 2. Fierce tigers live in the jungle. 3. Edinburgh is a fine city. 4. The snow falls softly. 5. A stitch in time saves nine. 6. The cuckoo returns every spring. 7. Charles Dickens wrote many novels. 8. William of Normandy fought at Hastings.

LESSON 2.

SIMPLE NARRATIVE.

THE THIRSTY CROW.

A. *Pick out* **naming** *and* **telling parts** *in these sentences.*

1. A thirsty crow saw a pitcher in the distance. 2. The crow flew towards it with great joy. 3. He found very little water in it. 4. This water was far beyond his reach. 5. Some pebbles were lying around. 6. He picked them up one by one. 7. He dropped them into the pitcher. 8. The water gradually rose. 9. It reached the brim at last. 10. The crow then quenched his thirst.

B. *Study these* **sets of "Alternative words and phrases,"** *which may be used instead of one another.*

in the distance—far away—a great way off.
with great joy—with glee—joyfully—gladly.
was beyond his reach—could not be got at.
pebbles—small smooth stones.
gradually—step by step—little by little.
quenched—satisfied—relieved.

C. *Write the story from memory.*

LESSON 3.

DIFFERENT FORMS OF THE SENTENCE.

A. *Read over these examples of different kinds of sentences.*

1. *Direct statements.* The bell sank beneath the waves.
The rover could hear the dreadful sound.

2 *Statements in unusual order.* Down sank the bell with a gurgling sound
The dreadful sound could the rover hear.

3. *Questions.* Have you ever seen an ostrich?
When do you leave for Paris?

4. *Wishes.* Long live the King!
May all the joys of life be yours!

5. *Exclamations.* What a surprise he gave us!
How wonderful are the works of Nature!

B. *Read over these sentences, and say to which of the kinds mentioned above each belongs.*

1. Few and short were the prayers we said. 2. Who killed Cock Robin? 3. I killed Cock Robin. 4. What a terrible accident it was! 5. Proudly stood she up. 6. May you have better luck than I had! 7. What could I do? 8. You could have done much. 9. Blithe be thy dwelling! 10. How I wish I had not done it!

LESSON 4.

DIFFERENT FORMS OF SENTENCES.

A. *Write* statements *about* a tree, the sun, a leaf.

B. *Write* statements in unusual order *about* the wind, a river, a tiger.

C. *Write* questions *about* a train, an accident, a dog.

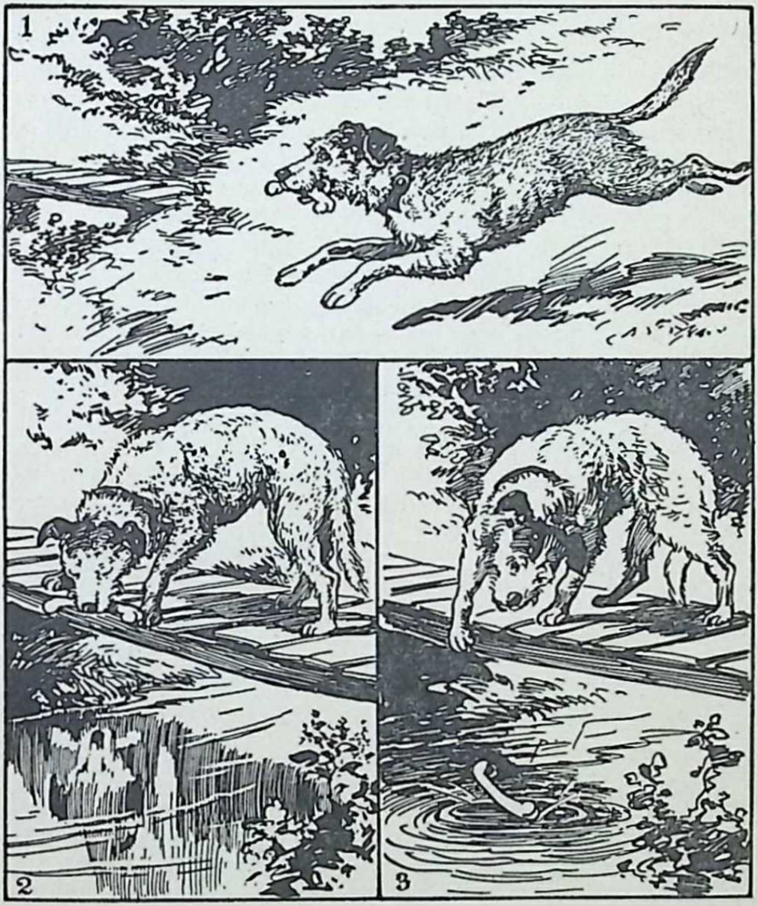
D. *Write* wishes *about* your mother, your brother, your country.

E. *Write* exclamation sentences *about* fire, sunset, war.

F. *Write* sentences *about* a soldier, London, a shipwreck.

LESSON 5.

PICTURE STORY.



A. *Look at these pictures.*

B. *Answer the questions your teacher asks you about the pictures.*

C. *Write the story told in the pictures.*

LESSON 6.

PLURAL OF NOUNS—REVISION.

A. *Examine the following carefully.*

Singular	Plural	Singular	Plural
1. one book	many books	4. one story	many stories
2. one brush	many brushes	5. one hero	many heroes
3. one knife	many knives	6. one man	many men

B. *Change the following nouns into the* plural *form.*

1. Like *book:* desk, key, pencil, form, table, chair, window.
2. Like *brush:* bench, glass, class, beach, box, beech, fox.
3. Like *knife:* life, wife, calf, half, leaf, wolf, thief.
4. Like *story:* duty, lady, army, baby, berry, lily, beauty.
5. Like *hero:* echo, cargo, motto, negro, potato, volcano, tomato.
6. Like *man:* woman, foot, tooth, goose, mouse.

C. *Examine carefully.*

Singular	Plural
ox	oxen
child	children
brother	brothers and brethren

D. *Rewrite these sentences turning the singular into the plural wherever it can be done. Thus*—"The servant used her brush" *would become* "The servants used their brushes."

1. The man and his wife went into the house. 2. The lady carried her baby. 3. The woman suffered much from a bad tooth. 4. The calf ran against the beech. 5. The negro brought in a box with a berry, a potato, and a lily in it. 6. The thief ran into a wood and was killed by a wolf. 7. The echo of the cry was very distinct. 8. The fox ran away with the goose. 9. The woman brought in a glass with a lily and a green leaf in it. 10. The man did his duty like a hero. 11. A man and a woman were killed by the eruption of the volcano. 12. The mouse ate part of the tomato.

LESSON 7.

WHAT IS SPOKEN ABOUT, AND WHAT IS SAID ABOUT IT.

A. *Read this story carefully and divide the sentences into their two parts.*

1. An ass was carrying a load of salt. 2. He fell by chance into a stream. 3. The salt dissolved in the water. 4. The ass went happily homewards. 5. He rejoiced at the lightness of his load. 6. The following day the ass crossed the stream with another load of salt. 7. The ass remembered his last crossing. 8. He slipped. 9. He fell in on purpose. 10. His master, however, determined to cure him of his lazy trick. 11. One day he loaded the ass with sponges instead of salt. 12. At the stream the ass as usual fell in. 13. This time, however, instead of lightening his load, he gained a heavier one. 14. The sponges were soaked with water. 15. His load weighed many times heavier than before.

B. *Go over the sentences and change some of them by using the following alternative words and phrases.*

By chance = accidentally.
went happily homewards = went home well pleased.
rejoiced at = was full of joy at = was glad because of.
on purpose = purposely = intentionally.
at the lightness of his load = because his load was lighter.
determined = resolved = made up his mind.
the following day = the day after = next day.
with another load of salt = again laden with salt.
as usual = according to his custom = as he had done before.
instead of lightening his load = so far from making his load lighter.
he gained a heavier one = he made his load heavier = he found that his load became heavier.

LESSON 8.

SIMPLE NARRATIVE.

Rewrite the story in Lesson 7 in six sentences—Group the sentences as follows:—1 and 2; 3, 4, and 5; 6, 7, 8, and 9; 10 and 11; 12 and 13; 14 and 15.

LESSON 9.

NAMES—MALES AND FEMALES.

Study carefully the following lists of words.

	Names of Males	*Names of Females*	*Names of Males*	*Names of Females*
A.	boy	girl	lord	lady
	brother	sister	son	daughter
	gentleman	lady	master	mistress
	father	mother	nephew	niece
	husband	wife	uncle	aunt
	king	queen	sir	madam

The words in the above list **change the word** to form the feminine.

B.	actor	actress	heir	heiress
	emperor	empress	lion	lioness
	prince	princess	hero	heroine

The words in this list **change their ending** to form the feminine.

C.	landlord	landlady	cock sparrow	hen sparrow
	he-goat	she goat	man-servant	maid-servant
	billy-goat	nanny-goat	grandfather	grandmother

The words in the above list are made up of two parts. One part changes to form the feminine.

D. *Tell whether the following words are names of males or of females.*

Boy, girl, aunt, father, actress, madam, lord. hero, hen, gentleman, queen, countess, mayor, giant, wife, son, tigress, hen sparrow, duke, princess.

E. *Write sentences containing the feminines of the following:—* husband, tiger, lion, peacock, uncle, landlord, nephew, sir, emperor, king, earl, marquis, hero, grandfather, brother, bull.

F. *Write the passage read by your teacher, and then pick out from it;—*

(1) All the words which are names of males;

(2) All the words which are names of females;

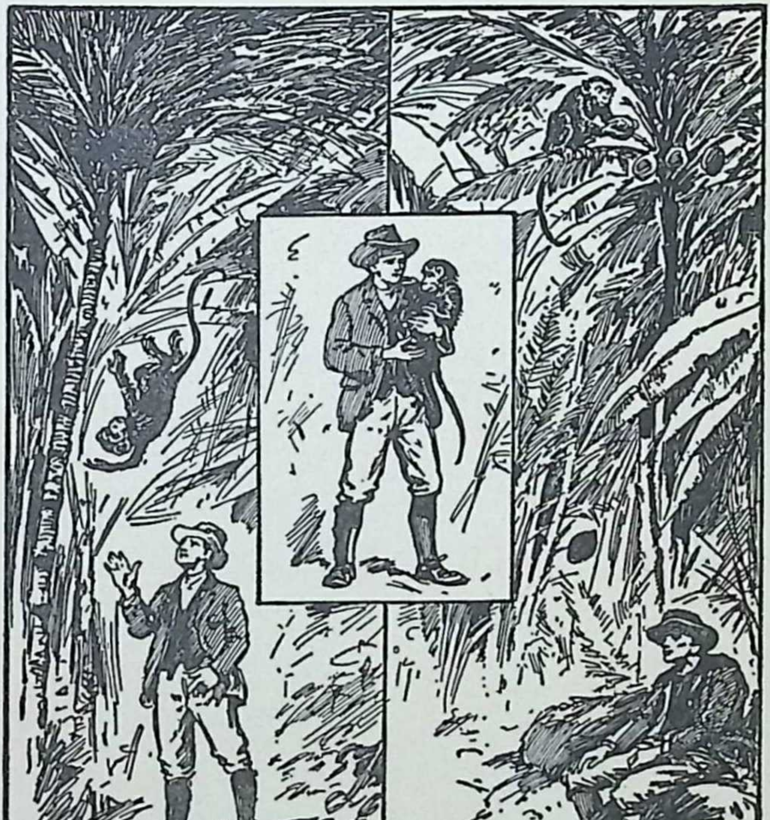
(3) All the words which are names, but not of either males or females;

(4) All the words which may be names of *either* males or females.

LESSON 10.

PICTURE STORY.

A. *Study the following pictures.*



B. *Answer your teacher's questions.*

C. *Tell the story in your own words.*

LESSON 11.

NAMES AND TITLES.

A. *Copy carefully the following names of authors.*

1. William Shakespeare
2. Robert Burns
3. Walter Scott
4. Robert Louis Stevenson.
5. Alfred, Lord Tennyson.
6. Samuel Taylor Coleridge.

B. *Write the names of eight persons you know, using* **initials** *for Christian names.*

Examples :—R. L. Stevenson. J. M. Barrie. H. M. Stanley.

C. *Copy carefully the following names and titles.*

1. Mr. Charles Dickens
2. Mrs. Gaskell
3. Miss Florence Nightingale
4. Master Henry Cavendish.
5. John More, Esq.
6. Dr. Livingstone

D. *Write the names of your father, mother, sister, brother, family doctor, schoolmaster, and yourself, giving each a title as in the above list.*

LESSON 12.

SENTENCE-COMBINING.

A. *Carefully study the following sentences.*

Simple Sentences.	The Same Combined.
1. Paris is a city. Paris stands on the river Seine. Paris is beautiful. Paris is the capital of France.	1. The beautiful city of Paris, the capital of France, stands on the river Seine.
2. Iceland is an island. It belongs to Denmark. It has hot springs. It has an active volcano.	2. The island of Iceland, belonging to Denmark, has hot springs and an active volcano.
3. William Shakespeare was a poet. He was born at Stratford-on-Avon. He was the greatest poet of England. He was born in 1564.	3. William Shakespeare, the greatest poet of England, was born at Stratford-on-Avon in 1564.
4. South Africa contains four British colonies. It contains Natal. It contains Cape Colony. It contains the Orange River Colony. It contains the Transvaal.	4. South Africa contains the four British colonies of Natal, Cape Colony, the Orange River Colony, and the Transvaal.

B. *Copy the combined sentences, noting punctuation.*

LESSON 13.

DATES AND SHORTENED FORMS.

A. *Examine carefully.*

January (Jan.), February (Feb.), March (Mar.), April (Apr.), May (May), June (June), July (July), August (Aug.), September (Sept.), October (Oct.), November (Nov.), December (Dec.).

B. *Copy the following dates.*

3rd Jan., 1902. 14th Feb., 1907. 17th March, 1872. 12th Oct., 1890. 5th Nov., 1605. 25th Dec., 1908.

C. *Copy the following.*

1. 73, Leicester Square (Sq.). 2. 19, Broadway. 3. New South Wales (N. S. W.). 4. United States of America (U. S. A.). 5. Queen's County (Co.). 6. Newburgh, N. Y.

D. *Copy the following carefully.*

1. Charles I. was executed on the 30th of January, 1649. 2. The Battle of Waterloo was fought on Sunday, the 18th of June, 1815. 3. Queen Victoria was born on the 24th of May, 1819, and died on the 22nd of January, 1901.

E. *Write the addresses your teacher reads to you.*

LESSON 14.

LETTER-WRITING.

A. *Copy the following letter.*

9, James Street,
Derby, Dec. 15, 1909.

My dear Mabel,

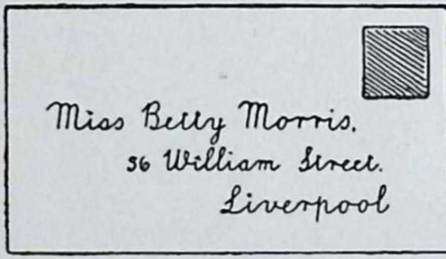
We are having a party on Christmas Eve, and I shall be delighted if you can come. My school closes for the Christmas holidays on Friday, and I think you also begin your holiday on that day. If you can take a short walk with me on Monday, please let me know which hour would suit you. Would two o'clock be convenient?

I am,
Your affectionate friend,
Caroline Goodwin.

LESSON 15.

LETTER-WRITING.

A. *Rule spaces the shape and size of an envelope—$5\frac{1}{2}$ inches wide $3\frac{1}{4}$ inches deep.*



B. 1. *Copy in one of your spaces the above address.*
2. *Write your own name and address in another space.*
3. *Write your father's name and address or those of your guardian in another space.*
4. *Write the names and addresses of four other persons you know in four other spaces.*

LESSON 16.

QUOTATION MARKS.

A. *Copy these sentences, putting in the marks.*

1. "Where does the kangaroo live?" said Tom.
2. "In Australia," replied Fred.
3. "Have you seen the one in the Zoo?" asked Tom.
4. "Yes," said Fred.

B. *Copy these sentences, inserting quotation marks.*

1. Will you walk into my parlour, said the spider to the fly.
2. Look out, cried the man at the wheel.
3. Wine is a mocker, said the wise king.
4. The captain shouted, All hands on deck.
5. If you are not the heiress born,
   And I, said he, the lawful heir,
   We two will wed to-morrow morn,
   And you shall still be Lady Clare.

C. *Write the passage read to you, inserting points, etc.*

LESSON 17.

SIMPLE NARRATIVE (*Oral*).

THE FOX AND THE GRAPES.

A. *Read the story carefully.*

1. A hungry fox had been looking for food for several days. 2. He had found none. 3. At last he came to a vineyard. 4. There he saw some beautiful grapes hanging from a high trellis. 5. He jumped up to snatch at them. 6. He could not leap high enough. 7. Again and again he tried but in vain. 8. He was quite tired out. 9. He had not got one of them. 10. At last he gave up his attempt. 11. He walked slowly away. 12. He muttered to himself, "Well, it does not matter, the grapes are sour."

B. *Answer your teacher's questions.*

C. *Tell the story from memory.*

LESSON 18.

SIMPLE NARRATIVE (*Written*).

A. *Rewrite the story in six sentences. Group the following together, connecting each pair by means of the word in italics.* 1 and 2, *but*; 3 and 4, *and*; 5 and 6, *but*; 7 and 8, *until*; 9 and 10, *and so*; 11 and 12, *and*.

B. *Use some of the following alternative phrases.*

Looking for = trying to get.
several days = a long time.
to snatch at them = to get hold of them.
high enough = to the proper height.
again and again = repeatedly.
in vain = unsuccessfully.
quite tired out = exhausted, quite fatigued.
at last he gave up the attempt = finally he stopped trying to get them.
muttered = said in a grumbling tone.
it does not matter = it is of no consequence, I don't care.

C. *Listen to the story your teacher reads to you.*

D. *Tell it in your own words.*

E. *Write it in your own words.*

LESSON 19.

PERSONAL PRONOUNS.

A. *Pick out the Pronouns and tell the Person, number and gender of each.*

1. I saw her in our garden. 2. He told him to lend me his book. 3. We spoke to them about our friends. 4. They explained to him all its uses. 5. Our uncle told us to leave them in the hall. 6. My father took us with him to see our aunt. 7. It is situated quite near to your brother's cottage. 8. Their strange appearance quite surprised me.

All such pronouns as those in the sentences given are called Personal pronouns.

B. *Put personal pronouns in place of the words in italics.*

1. Edward was playing with *Edward's* top. 2. Jane is very careless, and so *Jane* must be punished. 3. Mr. Smith said to Mr. Brown, *Mr. Brown* must go to *Mr. Smith's* house. 4. The pheasants are in *the pheasants'* coops and *the pheasants* are very tame. 5. The lion was in *the lion's* den and *the lion* was gnawing a bone. 6. Mr. Jones speaking to Harry said, "*Harry* will find *Harry's* book on *Mr. Jones'* desk."

LESSON 20.

PERSONAL PRONOUNS (*continued*).

A. *Study the personal pronouns.*

Singular					Plural		
I	thou	he	she	it	we	you	they
my	thy	his	her	its	our	your	their
mine	thine	his	hers	its	ours	yours	theirs
me	thee	him	her	it	us	you	them

B. *Read over the following passage and put personal pronouns instead of nouns, wherever this would be an improvement.*

A showman was travelling in Ireland, exhibiting a dancing bear. Late one night the showman asked for shelter at an inn. The landlord offered the showman the use of the pigsty for the bear, but the landlord first removed the pig and the pig's young one. At midnight loud yells startled the landlord and the stranger. The landlord and the stranger found a thief in the pigsty. The thief had come to steal the young pig, but the bear had the thief in the bear's paws. The thief was saved from the bear, and the thief confessed the thief's guilt.

LESSON 21.

SIMPLE NARRATIVE (*Oral*).

THE FOX IN THE WELL.

A. *Read the story carefully and write out all the personal pronouns it contains.*

1. A fox fell into a well. 6. He shouted loudly for help. 3. A wolf heard his cries. 4. The wolf ran to the edge of the well. 5. He saw the fox struggling hard to keep his head above water. 6. The wolf addressed the fox thus, "My poor, dear friend, you are in great danger of losing your life. I am very sorry for you. How long have you been down there?" 7. The fox replied, "If you are to help me waste no time. Get a rope and pull me out. I cannot struggle any longer. I shall soon drown." 8. The wolf sighed heavily and walked away. 9. The poor fox sank and was drowned. 10. An ounce of help is worth a pound of pity.

B. *Answer your teacher's questions.*

C. *Tell the story in your own words.*

D. *Write the passage read to you.*

LESSON 22.

SIMPLE NARRATIVE (*Written*).

A. *Go over the sentences and change some of them by using some of the alternative phrases given below :—*

shouted loudly = made a great outcry.
struggling hard = doing his best.
to keep his head above water = to keep from sinking.

B. *Rewrite the story, and copy the quotations exactly as they are above. Group the other sentences as shown below.*

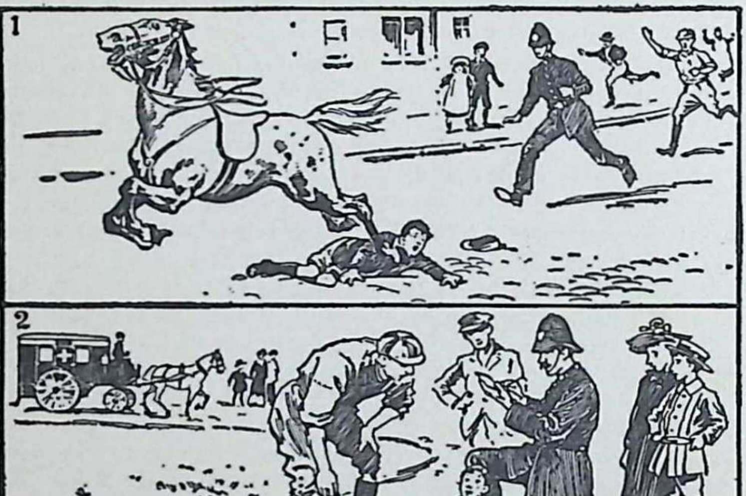
1 and 2 using *and.* 3 and 4. Change *heard* into *hearing* and omit *wolf* in 4. 5 and 6. Change *he saw* into *seeing* and *the fox* in 6 into *him.* 8 and 9. Change *sighed* into *sighing* and omit *and.* Insert *and* at the beginning of 9.

C. *Write the story from memory.*

LESSON 23.

PICTURE STORY (*Oral*).

Study the pictures carefully, answer your teacher's questions, and tell the story in your own words.



LESSON 24.

PICTURE STORY (*Written*).

Write the story in your own words.

LESSON 25.

REVISION—THE ADJECTIVE.

A. An **adjective** adds to the meaning of a noun.

1. An adjective may tell **what kind,** as *large, good, bad.*
2. An adjective may tell **how many,** as *five, fifty, forty.*
3. An adjective may tell **how much,** as *little, many, much.*

B. *Put suitable adjectives in the spaces below.*

1. —animals are found in the—jungle. 2. The—castle stood upon a — hill. 3. The — scholar had an — book. 4. At the foot of the — cliff rolled the — sea. 5. Over the — waves a — boat was seen approaching. 6. The — gleam of the — lighthouse cheered the — sailors.

C. *Write sentences containing the following pairs of nouns and adjectives.*

1. Sir Walter Scott, famous. 2. Emperor, great. 3. Daisy, beautiful. 4. Sky, gloomy. 5. Senses, five. 6. Soldiers, few.

LESSON 26.

RELATIVE PRONOUNS.

A. *Read these sentences carefully.*

1 (*a*). I saw the *soldier.* (*b*). The soldier fought in the war. (*c*). I saw the soldier, *who* fought in the war. 2 (*a*). We visited *Athens.* (*b*). Athens is the capital of Greece. (*c*). We visited Athens, *which* is the capital of Greece. 3 (*a*). Oranges were on the *ship.* (*b*). The ship sailed from Spain. (*c*). Oranges were on the ship *that* sailed from Spain. 4 (*a*). The surgeon attended the *soldier.* (*b*). The soldier's arm was broken. (*c*). The surgeon attended the soldier *whose* arm was broken.

B. **Who, which, that** and **whose** *in* (*c*) *perform two duties.*

1. They stand in place of the *noun in italics* in the first sentence.
2. They *join* the two sentences together.

C. *Join these pairs of sentences in this way.*

1. The fishermen caught many herrings. The herrings were of good quality. 2. The park was crowded with people. They were listening to the band. 3. Bring me my umbrella. Tom left it in the hall. 4. The train soon arrived with our friends. We were waiting for them. 5. The queen praised the artist. His picture was in the exhibition. 6. Squirrels store up nuts. Squirrels use the nuts as food in winter.

LESSON 27.

SIMPLE NARRATIVE (*Oral*).

THE BOY AND THE WOLF.

A. *Read the story carefully.*

1. A young shepherd kept his sheep on a common. 2. The common was very lonely and out of the way. 3. Many wolves prowled about the neighbourhood. 4. Out of mischief the boy would often call out as if in fear, "Wolf, wolf!" 5. His cries were heard by the men in the fields. 6. The men rushed to save him from his enemy. 7. They however found no wolf. 8. The men had been deceived like this very often. 9. The men determined not to go again. 10. Once the wolf really did come. 11. The boy called out in earnest, "The wolf, the wolf!" 12. No one went to him. 13. All thought it one of his tricks. 14. His tricks were now well known. 15. The boy was killed. 16. Then the wolf killed and ate the sheep at his leisure.

B. *Answer your teacher's questions.*

C. *Tell the story in your own words.*

LESSON 28.

SIMPLE NARRATIVE (*Written*).

A. *Rewrite the story in the following groups:*—1 and 2, 5 and 6, 8 and 9, 13 and 14, 15 and 16, (*using the Relative Pronoun*), 3 and 4 *using* **and**; 10, 11, and 12 *using* **and** *and* **but.**

B. *Find and use alternative phrases for some of those given.*

LESSON 29.

A. *Copy the following letter.*

33 St. George's Road,
Bristol, Dec. 13, 1909.

My dear Ethel,

I wish to thank you for the kind invitation to your Christmas party. I shall be very glad to come and I am looking forward to having a good time. I remember how we all enjoyed ourselves last year.

I am,
Yours affectionately,
Mabel Morris.

B. *Write a letter like the one above accepting your cousin's invitation to her birthday party.*

LESSON 30.

COMPARISON OF ADJECTIVES.

A. *Read these sentences carefully.*

1. **John is strong.** 2. Tom is **stronger** than John. 3. Robert is **strongest** of all.

Strong tells the simple quality and is said to be of the **positive degree**; **stronger** tells that Tom has more strength than John. **Stronger is of the comparative degree**; **strongest** tells that Robert has the greatest strength of all three boys, **and is of the superlative degree.**

B. *Study these forms of the adjective.*

Used of one thing	*Comparing two*	*More than two*
great	greater	greatest
broad	broader	broadest
wise	wiser	wisest
brave	braver	bravest
happy	happier	happiest
pretty	prettier	prettiest
thin	thinner	thinnest

C. *Write sentences containing the following* **pairs of words.**

1. happier than. 2. are sweeter. 3. higher than. 4. sooner than. 5. the deepest. 6. nicest looking. 7. is broader. 8. taller than. 9. largest of. 10. the finer. 11. the greatest. 12. a better.

LESSON 31.

IRREGULAR COMPARISON.

A. *Study these irregular forms.*

good, better, best; ill *or* bad, wôrse, worst; many, more, most; little, less, least.

B. *Study the following sentences.*

1. The Thames is a long river but the Volga is longer than the Thames, while the Amazon is the longest river in the world.
2. Edinburgh is a large city. Glasgow is larger than Edinburgh. London is the largest city in the empire.

C. *Make sentences like the above, comparing the following things, using the adjectives given in the line.*

1. Men, women, children, **many.** 2. Rain, mist, fog, **bad.** 3. Westminster Abbey, St. Paul's, St. Peter's, **large.** 4. North Sea, Atlantic Ocean, Pacific Ocean, **deep.**

LESSON 32.

NATIONAL NAMES.

A. *Study the following sentences, and give the meaning of the words in italics.*

1. The *British* sailors fought bravely at Trafalgar. 2. We heard the *German* guns at the siege of Paris. 3. The rose is the *English* national emblem. 4. The manufacture of linen is one of the chief *Irish* industries. 5. *Canadian* apples are exported to Britain in large quantities. 6. The Christmas tree was gaily decorated with *Chinese* lanterns. 7. The *Russian* winters are very long and severe. 8. Bull-fighting is a very popular *Spanish* amusement.

B. *You will notice that each of these words is an adjective meaning belonging to a particular country. British means belonging to Britain, etc. They are always written with capitals, and are often called proper adjectives.*

C. *Write sentences using proper adjectives from the following names of countries.*

France	Japan	Italy	Australia
Mexico	Africa	China	Wales
Rome	Spain	Ireland	Scotland

LESSON 33.

NATIONAL NAMES (*continued*).

A. *Read these sentences.*

1. An *Englishman's* house is his castle. 2. The *Russians* defeated the *French*. 3. The *Americans* speak English. 4. *Scotsmen* live in the northern part of Great Britain.

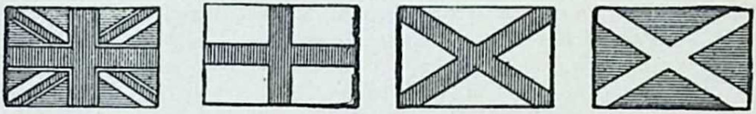
B. *You will see that each of these words is a noun or name meaning a dweller in a particular country.*

C. *Write sentences using names of the people living in the countries given in the list in the last lesson.*

LESSON 34.

SIMPLE DESCRIPTION (*Oral*).

THE FLAG.



A. *Study carefully the following sentences.*

1. The Union Jack is the national flag of the United Kingdom of Great Britain and Ireland.
2. It is composed of the flags of England, Scotland and Ireland.
3. James I. used to sign himself Jacques.
4. It is said the flag was called "Jack" on this account.
5. A flag like it was certainly constructed during James' reign.
6. The red upright cross in the centre is that of St. George of England.
7. The red cross slantwise is the cross of St. Patrick of Ireland.
8. The white cross slantwise belongs to St. Andrew of Scotland.
9. The United Flag is used to distinguish British ships at sea.
10. The British Empire is very large.
11. There is always some part of it in the sunlight.
12. We ought to honour the flag.
13. It is the emblem of the land we love.

B. *Answer your teacher's questions.*

LESSON 35.

SIMPLE DESCRIPTION (*Written*).

A. *Group the above into 7 sentences thus: 1 and 2; 3 and 4 by* and; *5; 6 and 7 by* and *and to 8 by* while; *9; 10 and 11 by* and; *12 and 13 by* because.

B. *Write the exercise according to your teacher's instructions*

LESSON 36.

SIMPLE NARRATIVE (*Oral*).

THE SANDS OF DEE.

A. *Attend carefully to the poem read to you.*

B. *The following are the main points of the story.*

1. Mary calling cattle home. 2. Mist and tide. 3. Mary losing her way is drowned. 4. Her burial and the legend.

C. *Tell the story in your own words.*

LESSON 37.

SIMPLE NARRATIVE (*Written*).

A. *Read these sentences.*

1. A girl named Mary lived beside the river Dee. 2. Every evening she went to bring the cattle home. 3. One night the weather became very misty. 4. The tide was rushing up the river. 5. Mary lost her way. 6. The rapid tide overtook her. 7. In the morning the salmon fishers saw a body floating in the water. 8. They rowed it ashore. 9. They buried it close to the shore near the salmon nets. 10. The boatmen say that they can still hear Mary call the cattle home across the Sands of Dee.

B. *Write the story in four paragraphs. Group* 1 *and* 2; 3 *and* 4; 6 *and* 7; 8, 9 *and* 10.

C. *Use alternative phrases where you can.*

LESSON 38.

LETTER-WRITING.

A. *Copy the following letter.*

26 Tyne Street,
Gateshead, Dec. 13, 1909.

My Dear Ethel,

I must thank you for the kind invitation to your Christmas party. I am sorry I am unable to accept. We are going on a visit to our Uncle John at Dunbar.

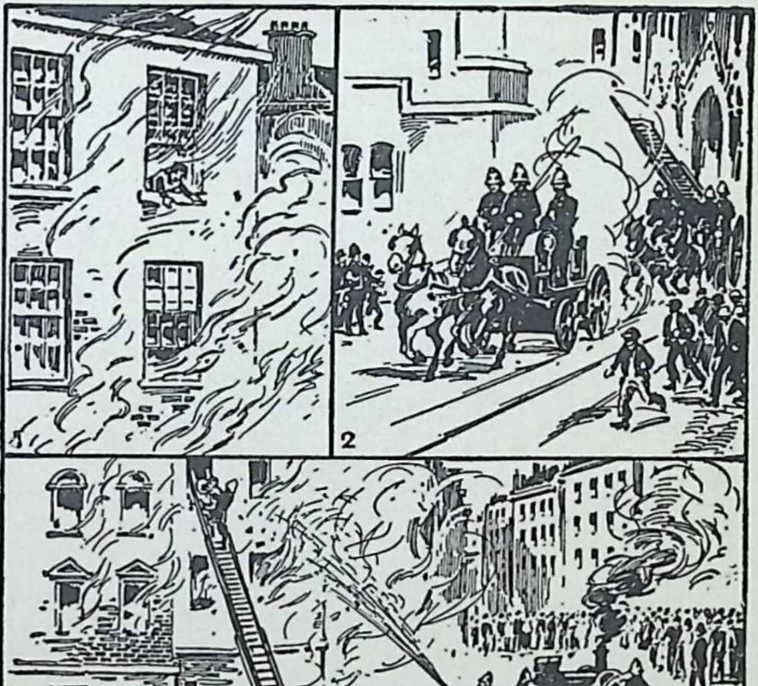
I am,
Yours sincerely,
Maud Macmillan.

B. *Write a letter declining the invitation in the letter you wrote in Lesson 16. State that you have been ill and are not yet allowed to go out in the evening.*

LESSON 39.

PICTURE STORY (*Oral*).

A. *Study the pictures carefully.*



B. *Answer the questions your teacher asks.*
C. *Tell the story in your own words.*

LESSON 40.

PICTURE STORY (*Written*).

Write the story contained in the picture in lesson 39.

LESSON 41.

TRANSITIVE VERBS AND OBJECT.

A. *Read the following.*

1. Tom broke.
2. Tom broke a slate.

No. 1. is incomplete; it requires *something* to complete it. We want to know *what* Tom broke.

No. 2. is complete for we are told *what* Tom broke.

Many verbs require something, usually a noun, to complete the sense.

B. *Complete the following, supplying objects.*

1. The fox seized — . 2. Columbus discovered — . 3. His mother bought — . 4. The strong horse draws — . 5. The butcher killed — . The boys caught — .

C. *Complete the following by filling in suitable verbs.*

1. Alfred the Great — the Danes. 2. The natives of India — the tiger. 3. The bricklayer — the house. 4. The heat of the sun — the ice. 5. The camel — a heavy burden. 6. Diligent pupils — their lessons.

LESSON 42.

INTRANSITIVE VERBS.

A. *Read the following.*

1. The boy laughs.
2. The lion roars.

Each statement is complete. The verbs *laughs* and *roars* do not require any additional word to complete the sense. There are many verbs like these.

B. *Make sentences containing the following verbs.*

swims rises flows comes breathe run

C. *Pick out the verbs in the following sentences and say whether they are* Transitive *or* Intransitive.

1. The wily jackal prowls about at night. 2. Tom found a blackbird's nest in the hedge. 3. Negroes live in different parts of Africa. 4. The chestnut horse neighed very loudly. 5. The just master rewarded his honest servant. 6. The workmen covered the carriage drive with gravel. 7. Wild flowers grow plentifully in the valleys. 8. The sun sets in the west.

LESSON 43.

AGREEMENT OF VERBS.

A. *Study the following.*

Singular Form.	Plural Form.
1. The lion roars	1. The lions roar
2. He writes very well	2. They write very well

B. *Write each of the following sentences in the plural form.*

1. The king of Scotland was crowned at Scone. 2. The raven is fast dying out in Britain. 3. The heron lives in a very quiet part of the wood. 4. The Member of Parliament takes his seat to-morrow. 5. A daisy consists of a number of florets.

C. *Correct the following sentences.*

1. Was you ever in a menagerie? 2. All the exercise books is given out. 3. There is many flowers in the valley. 4. Too many cooks spoils the broth. 5. Apples grows abundantly in Kent and Devon.

LESSON 44.

SIMPLE NARRATIVE (*Oral*).

THE FOX AND THE CROW.

A. *Read the story carefully.*

1. A crow stole a large piece of cheese. 2. He flew with it to a high tree near. 3. A cunning fox noticed this. 4. He came and sat underneath the tree. 5. He looked up as if in great admiration. 6. He cried "Your feathers are lovely. If your song equals your beauty no other bird can compare with you." 7. The vain and silly crow was charmed. 8. She nearly fell off her perch in her excitement. 9. She opened her mouth to give a loud caw. 10. Down dropped the cheese. 11. Reynard was expecting this. 12. He picked it up. 13. He gulped it down. 14. Then he trotted away. 15. He laughed at the crow's folly and vanity.

B. *Answer your teacher's questions.*

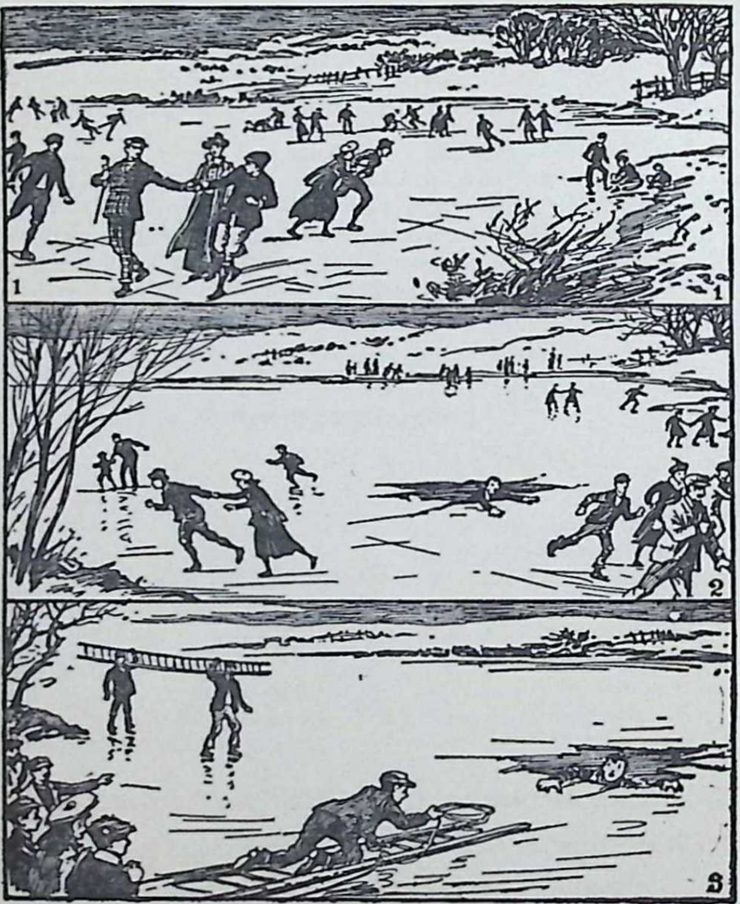
LESSON 45.

SIMPLE NARRATIVE (*Written*).

Rewrite the story, grouping 1 and 2, (*relative pronoun*); 3 and 4, (*participle*); 5 and 6, (*participle*); 7 and 8, (*relative pronoun*), 9 and 10, (*participle*); 11, 12, 13, (*relative pronoun and conjunction*); 14 and 15, (*participle*).

LESSON 46.—PICTURE STORY (*Oral*).

A. *Study the pictures carefully.*
B. *Answer your teacher's questions.*



LESSON 47.—PICTURE STORY (*Written*).

Write a story about what is contained in the Pictures of Lesson 46.

LESSON 48.

THE WORDS "LEARN" AND "TEACH."

A. **Learn** = *to get knowledge.*
Teach = *to give instruction to.*

B. *Complete the following sentences using the proper forms of* **learn** *and* **teach** *and write them in your exercise books.*

1. The master — us many new songs. 2. Where did your sister — to speak Italian? 3. The drill sergeant — us to fence. 4. The pupils — their lessons quickly. 5. The German master — Annie, and Annie — the language quickly. 6. Who — you to play the violin? 7. I was — by a famous Italian master. 8. The children — many things when visiting the museum.

LESSON 49.

LETTER-WRITING.

A. *Copy the following letter.*

33 Queen Victoria St.,
Melbourne, Feb. 15, 1909.

My dear Alick,

I must thank you for your kind letter. I am pleased to say that father is much better. The doctor expects that he will soon be able to be about again. With kind regards to your mother and sister.

I am,
Yours sincerely,
Fred W. Harrison.

B. *Address an envelope for the letter you have just copied.*

C. *Write a letter like the above to your Uncle.*

(He has written inquiring how you are. You are recovering from an attack of influenza. State that you are much better and that you are going to the country for a change of air. Add anything else that you think an uncle would be interested in hearing).

LESSON 50.

HEALTH-SUBJECT (*Oral*).

THE CARE OF THE SKIN.

A. *Study the notes in this lesson.*

I. The Pores—1. Much of waste of body passes through pores or small passages in skin. 2. This waste called Perspiration. 3. Passes through pores at all times if skin is healthy. 4. Perspiration cannot always be seen. 5. Generally passes off in invisible particles.

II. Perspiration—6. Some perspiration taken up by clothing. 7. Some mixes with air around us. 8. After a time makes clothing unfit to wear. 9. In time also would make air unfit to breathe.

III. Health—10. To be healthy must perspire freely. 11. Therefore must keep body clean. 12. Must wear clean clothing. 13. Must breathe pure air. 14. Must live in sunlight. 15. Pure air cleanses blood. 16. Pure blood makes skin healthy.

B. *Give the substance of the above in your own words.*

LESSON 51.

HEALTH-SUBJECT (*Written*).

Write your description in three paragraphs, grouping as follows. 1 and 2 **rel.**; 3, 4, and 5 **conj.**; 6 and 7 **conj.**; 8 and 9 **conj.**; 10-14, 15 and 16 **conj.**

LESSON 52.

LETTER-WRITING.

A. *Copy the following letter.*

5 Cavendish Terrace,
Eastbourne, June 5, 1908.

My dear Charlie,

I write to offer you my congratulations on your fourteenth birthday. I am sending you with my best wishes for many happy returns a copy of "Treasure Island," which I hope you will enjoy. Please let me know if it reaches you safely.

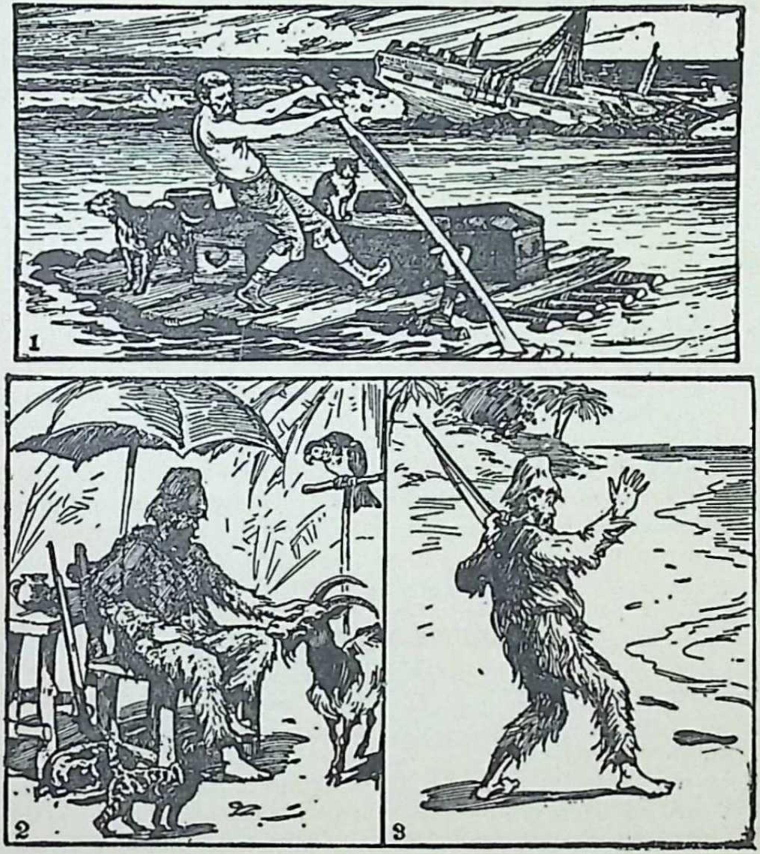
Yours affectionately,
James Manson.

B. *Write a letter like the above to one of your friends. You are sending him a volume of "The Boys' Own Paper" as a birthday gift.* (The girls might name some other book).

LESSON 53.

PICTURE STORY (*Oral*).

A. *Study the story contained in the pictures.*



B. *Answer your teacher's questions.*

LESSON 54.

PICTURE STORY (*Written*).

Write the story of Robinson Crusoe from the pictures.

LESSON 55.

WORDS THAT JOIN WORDS.

A. *Examine carefully the words in italics.*

1. The ship *with* its cargo arrived safely. 2. The dogs ran *about* the park. 3. Mary wrote *to* her friend. 4. The caravan rested *outside* the city.

1. **with** joins **ship** and **cargo.** 2. **about** joins **ran** and **park.** 3. **to** joins **wrote** and **friend.** 4. **outside** joins **rested** and **city.**

These words and others like them are called *prepositions.*

B. *Name the prepositions in the following sentences and tell the words which they join.*

1. The miller lives in the house beside the river. 2. I ran towards him as he came down the road. 3. With a flutter the pigeons flew over the fence into the wood. 4. John was fishing in a boat on the lake. 5. We walked quietly across the bridge into the field. 6. James will go with Mary to the town on Monday. 7. His body rests beneath the nave of the old cathedral. 8. The boys bathe in a deep pool at the foot of the hill.

LESSON 56.

GROUPS OF WORDS.

A. *Study the following.*

1. among the trees.
2. at their school.
3. by the roadside.
4. down the river.
5. from the country.
6. taking his pen.
7. being very cold.
8. hailing a cab.
9. giving the signal.
10. with your permission.

B. *Make sentences containing the phrases given above.*

C. *Make phrases beginning with the following words.*

After, into, under, about, for, between, across, below, looking, seeing, hearing, finding, saying, carrying.

LESSON 57.

SIMPLE DESCRIPTION (*Written*).

THE POSTMAN.

A. *Connect the following sentences, using suitable words. Add to some of the sentences suitable phrases. In some use equivalent words instead of those given.*

1. The postman is employed by government. 2. He wears a uniform. 3. He goes early in the morning to the Post Office. 4. He gets the letters for his district. 5. He arranges them. 6. He goes out to deliver them. 7. He passes quickly from house to house. 8. He is eagerly looked for by young and old. 9. People do not like to have their letters delayed. 10. He must be of good character, courteous and obliging. 11. His occupation is a very responsible and honourable one. 12. He is greatly trusted and respected.

B. *Close your books and give from memory the substance of what you have written.*

LESSON 58.

LETTER-WRITING.

A. *Copy into your exercise book the following letter.*

23 Scotland Street,
Derby, June 17, 1909.

My dear Ted,

I wish to thank you for the beautiful copy of "Treasure Island" which I received this morning. I have often longed for an edition of this book that I might call my very own. I got quite a number of presents but yours, I think, pleased me best.

I am,
With renewed thanks,
Yours sincerely,
Chas. E. Dutton.

B. *Write a letter like this. You are to thank a friend who has sent you a beautiful "Stamp Album." State that it will be very useful to you as you have a very good collection of Foreign Stamps.*

LESSON 59.

HISTORICAL SUMMARY (*Oral*).

THE NORMANS IN ENGLAND.

A. *Read these sentences carefully.*

1. The Normans introduced many new customs into England
2. Their mode of speech was courteous and polite.
3. Their methods of cooking and living were good.
4. They were fond of dress and show.
5. They were fond of hunting and war.
6. They held great tournaments.
7. They revelled in sports of all kinds.
8. They built very strong castles.
9. They fortified them carefully with ditches and moats.
10. Their vassals were numerous and well armed.
11. Some of the noble families in our land to-day can trace their descent from the Normans.

B. *Answer your teacher's questions.*

C. *Tell the story over in your own words.*

LESSON 60.

HISTORICAL SUMMARY (*Written*).

THE NORMANS IN ENGLAND.

A. *Write your description according to the following grouping, in five sentences, thus—1, 2, and 3; 4 and 5; 6 and 7; 8, 9, and 10 (rel.); 11.*

Or

B. *Write the story from memory without reference to your book.*

C. *Write a short account of "The Norman Conquest," using the following notes.*

Edward the Confessor half a Norman by blood—brought up in Normandy—brings Normans to his court—promises to leave crown to William, Duke of Normandy—William forces Earl Harold to promise to obey him—on Edward's death Harold chosen king—William invades England—Harold defeated and slain near Hastings—William crowned king.

LESSON 61.

WORDS THAT GO WITH VERBS.

A. *Read the following carefully.*

1. Mary sings **sweetly**; *sweetly* tells **how** Mary **sings.**
2. The bells rang **merrily**; *merrily* tells **how** the bells **rang.**

B. *Add a word to the following to tell* **how** *the action is done.*

1. The wind blew — . 2. We escaped — . 3. The boy advanced — . 4. The swallow flies — .

C. *Read carefully.*

1. The sheep were feeding **there**; *there* tells **where** the sheep **were feeding.**
2. The storm **soon** ceased; *soon* tells **when** the storm ceased.
3. He visited them **often**; *often* tells **when** he visited them.

D. *Add a word to the following to tell* **where** *or* **when** *the action is done.*

1. He promised to come — . 2. — be honest. 3. — stands the tower. 4. The time-gun will be fired — . 5. I shall see you — . 6. — you are.

Such words are called adverbs.

LESSON 62.

FORMATION OF ADVERBS.

A. *Examine carefully.*

adjective	adverb	noun	adverb
bright	brightly	day	daily *
sweet	sweetly	home	homewards
eager	eagerly	head	headlong
careful	carefully	present	presently
one	once	side	sideways

B. *Write sentences using these words. Underline the adverbs.*

1. spoke hastily
2. ran away
3. walked quietly
4. went soon
5. fell headlong
6. brilliantly lighted
7. lately announced
8. delivered daily
9. nobly done
10. homeward plods
11. once used
12. never done

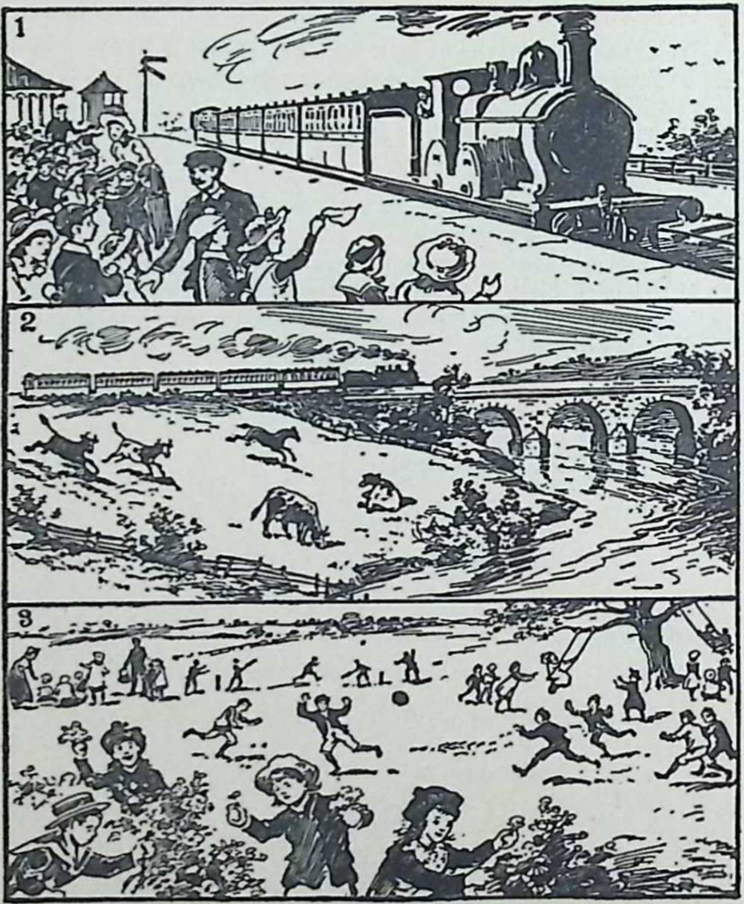
* Daily is both an adjective and an adverb. We say "our *daily* bread" and also "he inquired *daily*."

LESSON 63.

PICTURE STORY.

THE PICNIC.

A. *Study the pictures carefully.*



B. *Answer your teacher's questions.*

C. *Write a description of a Picnic you may have been at, using the pictures given above to help you.*

LESSON 64.

HEALTH-SUBJECT (*Oral*).

THE CARE OF THE TEETH.

A. *Study these notes.*

1. It is very important to look carefully after the teeth.
2. If food is not properly chewed, the stomach has extra work to do.
3. In such a case indigestion is very apt to come on.
4. Small pieces of food stick between the teeth.
5. These pieces are fermented by the heat and moisture of the mouth.
6. The enamel of the tooth softens.
7. It decays, forming a hollow.
8. The teeth should be brushed twice a day.
9. A soft brush and cold water are sufficient for the purpose.
10. The brushing however, should be done regularly.
11. Sometimes tooth-powders composed of prepared chalk or charcoal may be used.
12. The great preservative in all cases is constant cleanliness.

B. *Answer your teacher's questions.*

C. *Give in your own words a short account of the ways in which we should take care of the teeth.*

LESSON 65.

HEALTH-SUBJECT (*Written*).

THE CARE OF THE TEETH.

Write your description in three paragraphs under the following heads.

I. Chew thoroughly. 1 to 5.
II. Enamel Decays. 6 and 7.
III. Clean regularly. 8 to 12.

Group the sentences as follows.

1 and 2, as; *3*; *4 and 5*, which; *6 and 7*, then; *8 and 9*, with, omit *are sufficient*; *10*; *11 and 12*, but.

C. *Write a short essay on "The Care of the Teeth."*

LESSON 66.

PICTURE STORY.

"POOR DOG TRAY."



A. *Listen to the poem read by your teacher.*

B. *From pictures and poem write the story of Tray, according to your teacher's instructions.*

LESSON 67.

GEOGRAPHICAL SUMMARY.

THE THAMES.

A. *Study the sentences carefully, and attend to the explanations given.*

I. **Source**—1. The Thames rises in the Cotswold Hills. 2. Numerous springs and small streams supply it with water.

II. **Basin**—3. It flows slowly eastwards through a level and beautiful country. 4. It receives many feeders or tributaries on its way.

III. **Mouth**—5. The Thames enters the sea near London. 6. The tide runs up the river a long way.

IV. **Towns**—7. London is the chief town on its banks. 8. Reading, famous for biscuits, stands higher up. 9. Eton, with its famous school, stands on its banks. 10. Windsor, long noted as a royal residence, looks down on its waters. 11. Many beautiful farms and orchards lie along its course.

B. *Answer your teacher's questions.*

C. *Write your description in four paragraphs, grouping your sentences according to your teacher's instructions.*

LESSON 68.

SIMPLE DESCRIPTION.

THE POLICEMAN.

A. *Connect the following sentences by suitable words. Expand some by using phrases and equivalent words.*

1. A policeman requires to be robust and strong. 2. He is out of doors in all kinds of weather. 3. He is well known to all by his uniform. 4. Like soldiers, policemen are of different ranks. 5. In the day time the policeman looks after the traffic in the busy streets. 6. Most policemen are employed during the night. 7. They must set out on their "beats" wet or fine. 8. They must keep a sharp look-out for burglars and other people of bad character. 9. After long and good service they may retire on a pension.

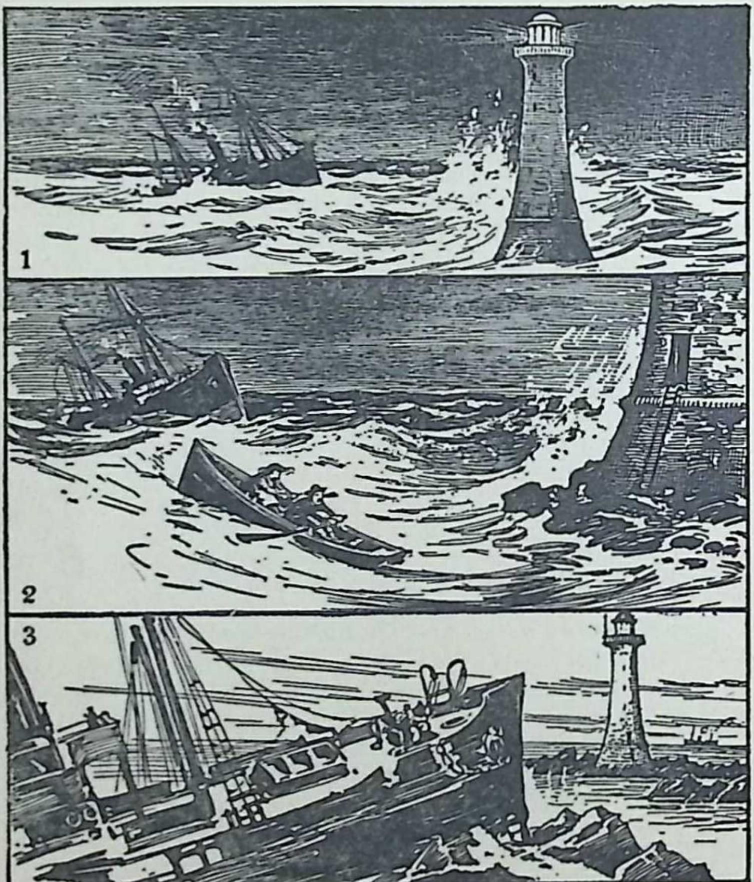
B. *Write in your own words and from memory a short essay on "The Policeman."*

LESSON 69.

PICTURE STORY.

GRACE DARLING.

A. *Study the pictures carefully.*



B. *Answer your teacher's questions.*

C. *Write the story telling of the heroism of Grace Darling. Use the above pictures to guide you.*

LESSON 70.

LETTER-WRITING.

A. *Copy the following letter into your exercise book.*

Fairfield,
Ambleside, Aug. 12, 1910.

My dear Mother,

We arrived safely at 6·30, after a delightful journey. Aunt Martha was at Windermere station to meet us. The motor car was waiting just outside. We got to Fairfield about 7 o'clock. Everything seemed to fly past as we sped along. I may tell you we did ample justice to the tea that awaited us. With fondest love from Molly and myself,

I am,
Your affectionate daughter,
Nora.

B. *Write a letter like the above to your mother.*

LESSON 71.

SIMPLE DESCRIPTION.

A SOLDIER.

A. *Connect the following sentences by suitable words or phrases, and expand them where possible.*

1. The soldier is well known by his fine-looking uniform. He has a very smart appearance. 2. He looks strong and fit for any hardship. He lives in the barracks along with his comrades. 3. He is drilled and taught to use his rifle. In time of war he readily fights in defence of his country. 4. He goes on long marches to fit him for any duty. Sometimes he practises war tactics by sham fighting. 5. In time of war he exchanges his bright uniform for one of a more sober colour. 6. Some soldiers receive the Victoria Cross as a reward for their bravery and daring. 7. On retiral from the army good soldiers are eagerly sought after for positions in civil life.

B. *From memory write a short account of "A Soldier."*

LESSON 72

SUMMARY OF A POEM.

LORD ULLIN'S DAUGHTER.

A. *Attend carefully to the reading of the poem. Try to remember its story.*

B. *Study carefully the summary of it given below.*

I. Chief flees with lady and is pursued by her father.—1. The chief of Ulva flees with his bride. 2. The bride's angry father, with his retainers, is in pursuit. 3. The night is very dark and stormy. 4. The sea is very rough. 5. They are not afraid of the ferry.

II. The boatman rows them over the ferry.—6. The boatman fears the stormy crossing. 7. The boatman is offered a silver pound to row them o'er the ferry. 8. At last he consents to do so; not for money's sake, but for the sake of the "bonnie bride." 9. They set out on their daring passage, and the storm increases in fury.

III. The storm overwhelms them.—10. Above the noise of the storm is heard the trampling of the pursuers. 11. The lady in her fear cries "O haste thee, haste." 12. She is afraid, not of the storm but of her father's anger. 13. Lord Ullin, the bride's father, has now reached the shore.

IV. Lord Ullin's grief.—14. The storm is at its worst. 15. In great distress he calls on the lovers to come back. 16. The boat is swamped and the chief and the lady, along with the brave boatman, are drowned. 17. Their dead bodies are washed ashore. 18. The grief of the bereaved father for his lost child is most distressing.

C. *Write the story of the poem in four paragraphs, following your teacher's directions.*

LESSON 73.

NATURE-SUBJECT.

LIFE STORY OF A FROG.

A. *Study the sentences carefully. Try to remember the facts mentioned in them.*

1. In spring many pools and ditches are stagnant. 2. These pools look quite slimy and dead. 3. They, however, contain much life. 4. Here the frog has laid its eggs. 5. With the advance of spring these eggs become little living creatures. 6. Soon, like black specks, these dart about in the pond. 7. They have become tadpoles. 8. Gradually they increase in size. 9. Legs soon grow in front. 10. Tails decrease. 11. In time the tails disappear. 12. At first tadpoles can breathe, like fishes, in the water. 13. They have gills like fishes. 14. Then they begin to develop lungs. 15. The gills disappear. 16. The tadpoles come now and again to the surface of the water. 17. They require to do so to breathe. 18. At last they become frogs. 19. They now live both on land and in water.

B. *Answer your teacher's questions.*

C. *Write your description in four paragraphs, grouping as follows.*

I.	1 *and* 2,	*connect by*	**and**, and omit *these pools;*
	3 *and* 4,	,,	**and** or **for**.
II.	5 *and* 6,	,,	**and**.
III.	7 *and* 8,	,,	**and**;
	9 *and* 10,	,,	**while** 11 by **and**.
	12 *and* 13,	,,	**for**.
	14 *and* 15,	,,	**and**.
IV.	16 *and* 17, omit *they require to do so.*		
	18 *and* 19, *connect by* **and**, omit *they.*		

LESSON 74.

GEOGRAPHICAL SUMMARY.

A VOYAGE FROM LONDON TO SYDNEY.

A. *Study the following notes describing the route from London to Sydney. Answer your teacher's questions.*

1. Our steamship or liner leaves the Thames. 2. We wave "goodbye" to our friends on shore. 3. Soon we pass down the English Channel. 4. We sight France on our left hand. 5. We are soon out of sight of land in the stormy Bay of Biscay. 6. We may not sight land again till we touch at Madeira. 7. These beautiful islands belong to Portugal. 8. They have a very fine climate. 9. We may call at Ascension for coal. 10. We may visit St. Helena with its memories of the great Napoleon. 11. After three weeks of sailing we sight Cape Town and Table Mountain. 12. We may land here for a few hours. 13. After a long sail for three more weeks we call at Fremantle. 14. In a few days more we are at Sydney. 15. We gladly step ashore after our long experience of the sea. 16. We joyfully greet our Australian cousins. 17. This is the land of copper and gold-mining, of sheep-farming and fruit-growing. 18. The animals, like the kangaroo, and the plants, like the gum trees, are curious. 19. The original inhabitants were cannibals with black skins.

B. *Answer your teacher's questions.*

C. *Write your description, grouping as follows:*

1 and 2, **and**; 3 and 4, **participle**; 5 and 6, **and**; 7 and 8, **which**; 9 and 10, **and**; 11 and 12, **where**; 13 and 14, **and**; 15 and 16, **and**; 17 and 18, **while**; 19.

LESSON 75.

PUNCTUATION (*Revision*).

A. *Study the following, noting the punctuation.*

1. Mary, Queen of Scots, was imprisoned in Loch Leven Castle. 2. That eager, earnest, and hardworking boy deserves success. 3. The farmers, fearing the rain, gathered the hay quickly. 4. O death, where is thy sting?

B. *Copy the following, placing the necessary full stops and capital letters where required.*

In summer wild flowers bloom in abundance in the dell the poppy is everywhere abundant by the side of the brook stands the mill the stream contains plenty of water to supply the driving power for it the beautiful old castle was built by a Norman noble.

LESSON 76.

PUNCTUATION (*Revision*).

A. *Rewrite, inserting the necessary stops.*

1. Sir Walter Scott wrote Waverley Ivanhoe and other novels. 2. Oh Tom what do you mean shouted Mr. Brown. 3. Nelson's last signal was England expects every man to do his duty. 4. John Bunyan the tinker of Elstow wrote the Pilgrim's Progress while in Bedford Gaol. 5. Old and young rich and poor educated and ignorant suffered alike.

B. *Correct the errors and supply points in the following passage.*

"Its so cold said, frank shall we soon Get away!"

yes quite soon cheer up old Man replied Charley "The tide. will soon Turn." but he glanced at the Mark of the Water high. above his Head

O charley suddenly cried frank there; is a Boat and sure enough a Fishing-Boat was just coming into sight from, behind the Headland, on the Left.

C. *Write the passage your teacher reads to you.*

LESSON 77.

HISTORICAL SUMMARY (*Oral*).

THE COMING OF THE ENGLISH.

A. *Study the information carefully.*

I. **The Romans leave.**—1. At the departure of the Romans from Britain three main tribes or nations inhabited the island. 2. The Britons of the South who had been most thoroughly conquered held all the good lands. 3. There were the Britons of the Mountains. 4. The Picts dwelt in the North and West.

II. **Britons defenceless.**—5. The Romans had not allowed the Britons of the South to use weapons of any kind. 6. The poor Britons therefore had lost the art of war. 7. They were unable to defend themselves against the Picts from the North and the Scots from Ireland.

III. **Scots attack.**—8. The Picts and Scots lived by hunting—were barefooted—wore few clothes—were very active and hardy—were fond of plunder—ran very fast. 9. Britons of the South called the Romans to help them. 10. The Romans could not come.

IV. **Jutes assist and stay.**—11. Last of all they asked the Jutes from Germany to help them. 12. The Jutes came and drove off the Picts and Scots. 13. The Jutes then settled down on the lands of the Britons. 14. They fought against their late allies, the Britons. 15. They drove some into Wales and Cornwall.

V. **The English.**—16. The newcomers included Angles and Saxons, as well as Jutes. 17. They were all heathens. 18. They worshipped many gods such as Woden and Thor. 19. The Romans and Britons knew them all as Saxons. 20. They called themselves English.

B. *Answer your teacher's questions.*

LESSON 78.

HISTORICAL SUMMARY (*Written*).

THE COMING OF THE ENGLISH.

Write your description in five paragraphs.

LESSON 79.

VERBS—TENSE.

A. *Study the following sentences.*

I *see* the boy.	present tense
I *saw* the boy.	past tense
I *shall see* the boy.	future tense
I *have seen* the boy.	perfect tense
I *had seen* the boy.	pluperfect tense
I *shall have seen* the boy.	future perfect tense

B. *Pick out the verbs in the following sentences and name* **the tense** *of each.*

1. The soldiers had struck their camp early in the morning. 2. Now fades the glimmering landscape from the sight. 3. The wind had arisen but the boat had already reached the harbour. 4. The study of a frog's life will greatly interest you. 5. Soon afterwards we sighted Table Mountain. 6. All traces of the prolonged struggle had disappeared. 7. Lord Byron assisted the Greeks in their fight for liberty. 8. The sturdy crofters have overcome many difficulties. 9. The Roman sentinel stood firmly at his post. 10. We carved not a line and we raised not a stone.

C. *Write six different tenses for each of the different verbs in the following list and use them along with "I."*

go	teach	come	sell	strike.
give	see	buy	forget	break.

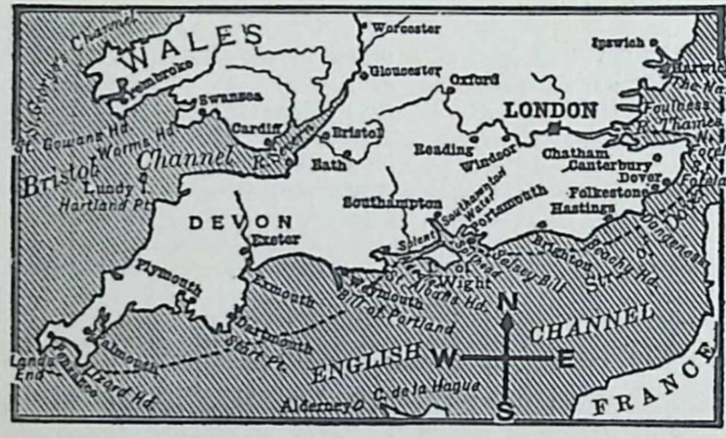
D. *Write the passage read to you by your teacher, and after you have done so, write a list of the verbs, giving the tense of each verb.*

LESSON 80.

GEOGRAPHICAL SUMMARY (*Oral*).

FROM DOVER TO LANDS END BY WATER.

A. *Study these notes carefully.*



1. Leave Dover—white cliffs—choppy sea. 2. France seen in distance—South Foreland—Beachy Head and lighthouse. 3. Pass Folkestone—Pevensey, landing place of Conqueror in 1066. 4. Eastbourne and Brighton famous health-resorts come into view. 5. In distance lies Portsmouth, world's greatest naval base. 6. Pass Isle of Wight, garden of England—Osborne House, Queen Victoria's favourite residence. 7. The Needles with lighthouse prominently seen. 8. Red cliffs coming into view, chalky ones no longer seen. 9. It is night and Lizard Light seen. 10. Eddystone lighthouse, very famous, comes into view. 11. Rocky headland of Lands End, seen as we enter Penzance—interesting voyage brought to a close.

B. *Answer your teacher's questions.*

C. *Give in your own words a short account of the voyage.*

LESSON 81.

GEOGRAPHICAL SUMMARY (*Written*).

Write your description according to your teacher's instructions.

LESSON 82.

LETTER-WRITING.

A. *Copy the following letter.*

25 Ackroyd Place,
Halifax, Dec. 24, 1907.

My dear Fred,

I was very sorry to hear of your father's illness. When we saw him last Thursday we all thought he was not looking well, but we did not imagine that anything so serious as pneumonia was to attack him. Please let me know how he is keeping. My mother and sister join with me in wishing him a speedy recovery. My mother wishes me to ask if there is anything she can do to help Mrs. Wilson. She would have written herself, but she had to go this morning to Sheffield. She will write to-morrow.

With kind regards,
I am,
Yours sincerely,
Alex. Wilson.

B. *Address this letter in proper form to Master Frederick Hallam, 3 Windsor Place, Bradford.*

C. *Write and address a letter like the above as if to your cousin. Your aunt has met with an accident. Inquire as to her condition and express your sympathy.*

LESSON 83.

LETTER-WRITING.

Write and address a letter using the following summary.

From Mary Smith, 6 South Street, Knutsford, Cheshire to her friend Annie Williamson, 35 Alderley Square, Manchester. Thanks for book (give name) lent by Annie and now returned,—offer to lend another book (give name) if Annie has not read it—will bring it with her when she comes to Manchester next week—inquiry about another friend (Jane Shaw)—Mary has heard she is ill—hopes this is a mistake but if not inquires what illness is—sorry to trouble Annie, but very anxious to know about Jane—greetings.

LESSON 84.

GEOGRAPHICAL SUMMARY (*Oral*).

MOUNTAINS AND RIVERS OF ENGLAND AND WALES.

A. *Study the following notes carefully.*

I. **The Northern Mountains.**—1. The highest English mountain-mass is the Cumbrian Group. 2. It is in Cumberland, Westmorland, and North Lancashire. 3. The chief peak is Scafell Pikes. 4. Another range in the north is the Pennine Chain. 5. It runs north and south. 6. It sends the rivers Tyne, Tees, Wear and Ouse to the east. 7. It sends the Eden, Lune, Ribble and Mersey to the west.

II. **The Great Plain.**—8. The great plain of England slopes to the East. 9. The rivers Trent, Welland, Nen and Great Ouse flow through this plain.

III. **Welsh Mountains.**—10. The mountains of Wales are very rugged and wild. 11. The chief peak is Snowdon. 12. Snowdon is higher than any mountain in England. 13. Two great rivers come from Wales. 14. The Dee flows north past Chester. 15. The Severn flows in a round-about course past Shrewsbury and Bristol. 16. It has a long course. 17. It flows into the Bristol Channel.

IV. **The Devonian Mountains.**—18. In Devon and Cornwall there is another high group. 19. The chief peak is Yes Tor. 20. The Tamar and the Exe flow to the Channel from it.

V. **Hills of the West.**—21. The other mountains of England are not very high. 22. The Mendip Hills and Cotswold Hills are in the west. 23. The chief English river—the Thames—rises in the latter. 24. It flows almost due east. 25. It passes through London.

VI. **The Downs.**—26. In the south the Downs are hills running east and west. 27. They send some streams to the north to feed the Thames. 28. They send others to the south into the English Channel.

LESSON 85.

GEOGRAPHICAL SUMMARY (*Written*).

Write a description in six paragraphs, basing it on the above

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